

# Inspection of Bugbrooke Preschool

Village Hall, High Street, Bugbrooke, Northampton, Northamptonshire NN7 3PA

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Inspection date: 23 June 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children leave parents with enthusiasm when they first arrive. Attentive staff reassure younger children who need extra help to settle. This helps all children to settle quickly and promotes their emotional well-being. Children benefit from a staff team that nurtures every child as a unique individual. For example, children delight in introducing themselves and their friends to visitors. When visitors leave, children are keen to say goodbye and give them a caring stroke on the arm.

Children are curious and confident, when exploring the environment. They are happy and display a strong sense of belonging. Children have fun playing and exploring in the delightful, large, inspiring garden. Staff motivate children to learn and give them frequent opportunities to follow their own interests. Children show super coordination for their age. They demonstrate good control and practise different skills, such as kicking balls and scoring goals. Children learn to take safe risks under the watchful eye of staff. They carefully negotiate the slide, going down it forwards, backwards, and front ways safely. Children show high levels of perseverance and are extremely motivated to complete their own goals. For instance, children fill and empty buckets of sand with the intention of making a sandcastle. When the sandcastle crumbles they say to staff 'I didn't lift it up straight'.

## **What does the early years setting do well and what does it need to do better?**

- The manager has a clear vision for her staff and the pre-school. She reflects on improvements to enhance the opportunities available to children. For example, she recognised that the teaching of mathematics was an area for further development. The staff team work together to enhance this area of learning to benefit children.
- Staff consider that the manager gives their well-being the highest priority. As a result, staff morale is high. However, the quality of education is not consistently of an outstanding level. For example, staff, occasionally, do not build on what children know and can already do.
- Staff show a genuine interest in what children have to say, and the activities they involve themselves in. They support children to develop a positive attitude to learning and help them to make good progress in their development.
- Staff provide a curriculum which nurtures children's confidence. They encourage children to recall and talk about their recent trip to visit their new school. This helps to promote children's emotional security when the time comes to move on to school.
- Staff have high expectations for children's conduct and behaviour. They reinforce this through the use of group discussions, positive language, and praise. Staff encourage children to discuss minor behaviour issues, this helps

them to understand right from wrong, and realise how their behaviour might affect others.

- Children thoroughly enjoy snack time outdoors. They sanitise their hands before eating, this contributes to a healthy lifestyle. Staff provide them with healthy food choices, such as bananas, grapes, and pears. Children use their independence skills to help themselves to fruit.
- The manager spends additional funding thoughtfully to help further children's literacy skills. For those children interested in books, a new tape recorder and set of headphones have been purchased. This builds on children's interest and enables them to listen to stories independently.
- Staff provide children with good opportunities to explore beyond the pre-school. They regularly take children for nature walks, collecting items of interest. Children visit the local café to thank staff for the binoculars they donated to the pre-school. These experiences help children to widen their knowledge of their local community.
- Children gain an in-depth knowledge about living things and understanding of the world. For example, children show great interest in caterpillars they are nurturing into butterflies. They recall the next stage of development is a chrysalis or a cocoon. Furthermore, children enjoy growing and planting, they eagerly water the many plants they grow and talk about those they will eventually harvest.
- Partnership working with parents is strong. Parents say that they would not hesitate to recommend the setting, and that the manager and staff go 'above and beyond' to support children. They highly commend the staff team and feel a part of their children's educational experience. Parents state that they receive regular feedback and information on how to support their child's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff know and understand the safeguarding procedures. Regular staff discussions and relevant training ensure that staff's awareness of safeguarding is up to date. Staff know the procedures to follow if they have a concern about children's welfare. The pre-school has guidelines in place to ensure children do not leave with anyone not known to the staff. Children develop a good understanding of how to keep themselves and others safe. They tell visitors 'You need a hat on because it's sunny'. The manager and committee follow safe recruitment procedures to ensure that staff are suitable to work with children.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- support all staff to consistently extend and build further on children's learning.

## Setting details

<b>Unique reference number</b>	2548145
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10233435
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	64
<b>Name of registered person</b>	Bugbrooke Preschool
<b>Registered person unique reference number</b>	2548144
<b>Telephone number</b>	01604832347
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bugbrooke Preschool registered in 2019. They are located in Bugbrooke, Northamptonshire. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above, including two who hold early years professional status. The pre-school opens from Monday to Friday, 48 weeks of the year. Sessions are from 8am to 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sharon Alleary

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and outdoors and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents and took account of written feedback offered.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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